ASSESSMENT OF THE TRANSLATION COMPETENCE THROUGH A QUESTIONNAIRE OF DIDACTIC AUDIOVISUAL TRANSLATION IN TRANSLATOR TRAINING

EVALUACIÓN DE LA COMPETENCIA TRADUCTORA MEDIANTE UN CUESTIONARIO DE LA TRADUCCIÓN AUDIOVISUAL DIDÁCTICA EN LA FORMACIÓN DE TRADUCTORES

Mariona Sabaté-Carrové
University of Lleida
mariona.sabate@udl.cat

Antonio-Jesús Tinedo-Rodríguez
Universidad Nacional de Educación a Distancia, UNED
ajtinedo@flog.uned.es

Abstract

This experiment aimed to explore the potential of Didactic Audiovisual Translation (DAT) for teaching specialized terminology in the translation classroom. A total of 55 participants were included in the intervention, which consisted of a specialized DAT lesson plan and an ad-hoc questionnaire designed to assess the students' perception regarding the development of their linguistic and knowledge about translation sub-competences in accordance with

the theoretical framework proposed by PACTE (Process in the Acquisition of Translation Competence and Evaluation) research group[1]. The main outcome of this study suggests that DAT can aid in the development of bilingual, knowledge about translation, and psycho-physiological sub-competences, and therefore, enhance the translation teaching experience. The results of this study indicate that the use of DAT can have a positive impact on enhancing and learning specialized terminology among translation students. Moreover, it was observed that DAT can lead to the development of a more holistic development of the competences identified by the PACTE research group. However, it is important to note that further research with larger samples and longitudinal designs is necessary to confirm these findings and fully realize the potential of DAT in the translation classroom. In conclusion, the present study provides empirical evidence that DAT can be an effective tool for teaching specialized terminology and developing linguistic and knowledge about translation sub-competences .

Resumen

El objetivo de este experimento es explorar el potencial de la Traducción Audiovisual Didáctica (TAD) en el aula de traducción para la enseñanza de terminología especializada. Se incluyó a un total de 55 participantes en la intervención, que consistió en el desarrollo de una unidad didáctica fundamentado en TAD especializada y un cuestionario diseñado *ad hoc* para evaluar la percepción de los estudiantes con respecto al desarrollo de sus

---

[1]   The PACTE research group (Process in the Acquisition of Translation Competence and Evaluation) was formed in October 1997 to investigate the Acquisition of Translation Competence in written translation into and out of the foreign language (inverse and direct translation).

competencias lingüísticas y traductológicas basado en el marco teórico PACTE. El principal resultado de este estudio sugiere que la TAD puede ayudar en el desarrollo de competencias bilingües, traductológicas y psicofisiológicas, mejorando así la experiencia de la didáctica de la traducción. Los resultados de este estudio indican que el uso de la TAD puede tener un impacto positivo en la mejora y el aprendizaje de la terminología especializada entre los estudiantes en prácticas de traducción. Además, se observó que la TAD puede conducir al desarrollo de un conjunto más holístico de competencias dentro del marco del PACTE. Sin embargo, es importante señalar que son necesarias más investigaciones con muestras más amplias y diseños longitudinales para confirmar estos resultados y aprovechar plenamente el potencial de la TAD en el aula de traducción. En conclusión, el presente estudio aporta pruebas empíricas de que la TAD puede ser una herramienta eficaz para la enseñanza de terminología especializada y el desarrollo de competencias lingüísticas y traductológicas, al tiempo que contribuye a mejorar la experiencia de la didáctica de la traducción.

Palabras clave: Traducción audiovisual didáctica, lingüística aplicada, competencia traductológica, competencia bilingüe, traducción audiovisual

1. Introduction

This paper aims to assess the concept of "translation competence" through a custom-made questionnaire. The very definition of the term *translation competence* and how to acquire it (i.e., how to train translators, ergo *translator training*) are two issues that have been interpreted from different viewpoints. In section 2, the Theoretical framework, we offer an overview of some of the main theories on translation competence and translator training, and by so doing, provide a solid basis for our research, developed in subsection 2.1 Translator training and translation competence.

Since translation competence at scholar level is also related with translation acquisition, the following subsection 2.2. is a background search of translation competence acquisition. Finally, subsection 2.3. covers the Didactic audiovisual translation (DAT), Audiovisual Translation (AVT) mode of subtitling as the remaining elements in this interdisciplinary work. The translation activity that preceded the questionnaire falls into the category of DAT by means of the AVT mode of subtitling.

2. Theoretical Framework

Translator training can be defined as the acquisition of skills and knowledge necessary to achieve translation competence (Cunha et al., 2020, p. 147). Linguistic, translation, technical, interpersonal and service provision skills and knowledge are considered as the main areas of competence.

2.1. Translator Training and Translation Competence

Pym (2009) dates the origins of translator training to the Chinese institutions from the fourth to the ninth centuries that specialised in translation of Buddhist texts, the 'House of Wisdom' in 9th-century Baghdad, even in 12th-century Toledo, or court scholarship from the 13th century (Pym,2009). Since then, translator training has inevitably evolved. Although some translators learn by experience, by trial and error, and can be even called *natural translators,* the number of departments, colleges and universities offering translation has rocketed across the world (See Pym, 2009 for a full list of them). Parallel to this sharp increase in the number of translation training institutions, the 21st century has witnessed the changing role of technology in translation, as it has accelerated access to information by presenting it in audiovisual format. Díaz-

Cintas and Massidda (2019, p. 255) highlight the crucial role of technology in translation:

> "The easy availability of technology, the seduction of multimodal productions and the affordances of AVT have all acted as triggers in the rapid spread of audiovisual materials through television, computers, tablets, smart phones and silver screens. Technology has come to be an omnipresent reality that infiltrates not only the social life of the individual but also the way in which the external environment is being moulded."

The need to train translators has brought about the issue of what translation competence really is about. Leaving aside early studies on translation competence (Wilss, 1976; Köller, 1979), the study of translation competence began in the mid-1980s. Hurtado Albir, 2011/2001, pp. 383-392, 2017, pp.18-31; 2020, pp. 390-400 lists a thorough description of different translation competence models. Also, Wilss, 1976; Bell, 1991; Hewson & Martin, 1991; Nord, 1988, 1991, 1992; Baker, 1992; Neubert, 1994,2000; Kiraly, 1995; Cao, 1996; Presas, 1996; Hurtado Albir, 1996a,1996b,1999; Hansen, 1997; Risku, 1998; PACTE 1998/2000) focus their studies on the components that this translation competence comprises. Some authors even make a proposal for reverse translation (Beeby, 1996; Campbell, 1998). The new millennium brought about the consolidation of studies on translation competence. Unlike early translation competence models, the latter models were seen from a didactic perspective (Kelly, 2002, 2005; González Davies 2004a,2004b; Katan 2008; EMT, 2009, 2017) or even from a more professional one (Gouadec, 2002, 2005, 2007; Rothe-Neves, 2005).

It soon became clear that translation competence consisted in a holistic model that has been gradually analysed and fine-tuned by the PACTE research group. In 1998 the first translation competence model was drafted by PACTE (PACTE, 1998, 2000, 2001). This model identified six sub-competences (PACTE, 2000, 2001): communicative, extralinguistic, knowledge about translation, psycho-physiological,

transfer and strategic. Since then, PACTE has carried out research focusing on the three sub-competences that are deemed specific of translation competence, namely basic knowledge about translation, instrumental and strategic. This research has concluded that translation competence is an acquired competence that has an effect on the development of translation as a process and as a product. This research also revealed that all the sub-competences are interrelated, and strategic sub-competence is the one that binds them together. PACTE has also delved into the issue of how to acquire translation sub-competence and found that it is a dynamic process that spans from a novice-level (pre-translation) to solid translation sub-competence. In this respect, PACTE drew several inferences as regards translator training (PACTE 2020:223-225). PACTE saw the need to:

1. practise the strategic sub-competence.

2. develop written production in the L1.

3. stimulate the use of internal support (cognitive resources)

4. automatize an adequate solution of translation problems.

5. introduce the time pressure element, as the labour market dictates.

6. encourage a more efficient use of instrumental resources.

7. solve translation problems more efficiently, with well-structured activities focusing on specific objectives that would allow to improve cognitive skills, use instrumental resources more efficiently and foster automatization when solving translation problems.

8. establish clear levels criteria, as the process of translation acquisition requires several stages of development.

Nowadays, the advent and introduction of technology and IT in each and every aspect of our lives has made an impact on the way we train translators, especially in the 21ˢᵗ century, and has also challenged

prior assumptions of what translation competence is and how to acquire it. Clearly, as Micòl Beseghi points out (2021), the impact of technology on translator training is unquestionable. Familiarisation with all types of software is one relevant competence that translators need to acquire in college. At present, AVT has become not only a purpose in itself, as many trainee translators aspire to become translators of audiovisual material, but also a transversal methodology for trainee translators. As stated by Beseghi (2021, p. 102):

> The impact of technology on audiovisual translation has been enormous, and it continues to change not only audiovisual production and distribution models but also the profile of the translator and the concept of audience. The development of new digital technologies has led to the emergence of internet communities of non-professional translators who subtitle popular TV series and films using freeware and sharing their collective intelligence.

In the present study, the importance of AVT will be verified, as the activities completed by trainee students involve the use of AVT. We aim to prove that, by means of AVT activities, their translation competence will improve, and they will be better prepared for the professional market.

2.2. *Translation Competence Acquisition*

Translation competence (TC) and translation competence acquisition (TCA) have been difficult areas to do research on, as pointed out by Campbell (1988, p. 18), Waddington (2000, p. 135), Hurtado Albir (2020, p. 408). In fact, most of the main studies on TC began in the 1980s (except for Wilss (1976) and Köller (1979) who also conducted pioneering TC studies). According to Hurtado Albir & Rodríguez-Inés (2022, p. 22), there are two main periods in the evolution of TC research: a) an early period until the late 1990s, and b) a second

period of consolidation from 2000. While in the early period, these models centre on description of TC components (Wilss, 1976; Bell, 1991; Hewson & Martin, 1991; Nord, 1988, 1991, 1992; Neubert, 1994, 2000; Kiraly, 1995; Cao, 1996; Presas, 1996; Hurtado Albir, 1996a, 1996b; Hansen, 1997; Risku, 1998; PACTE, 1998, 2000), the second period brought about the consolidation of TC research with a more didactic bias (Kelly, 2002, 2005; González Davies, 2004a; Katan, 2008; EMT, 2009, 2017; Shreve, 2006, Gouadec, 2002, 2005, 2007). Since 1998 PACTE has been working on a holistic model of TC where all the sub-competences are interrelated, as Figure 1 shows.

Figure 1: The holistic model of the PACTE translation competence (PACTE, 2003, 2017a), adapted from Hurtado Albir & Rodriguez-Inés (2022, p. 26)
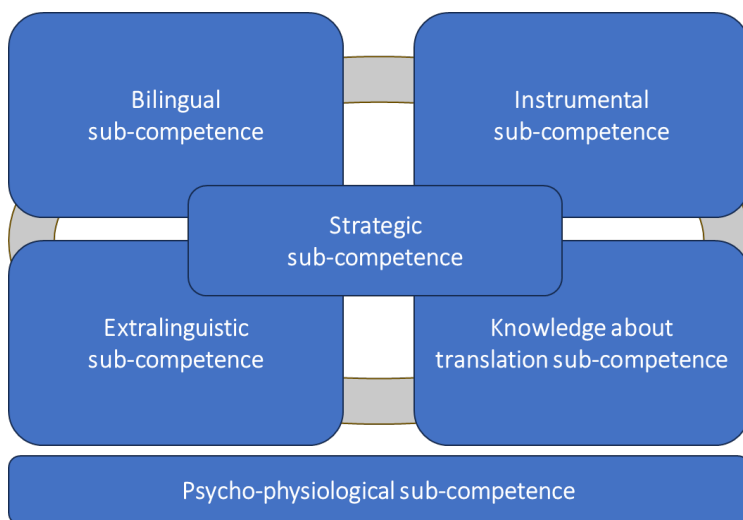
These sub-competences are the following:

A) *Bilingual sub-competence*: Knowledge needed for two-language communication, specifically, pragmatic, sociolinguistic, textual, lexical and grammatical.

B) *Extralinguistic sub-competence*: Knowledge about the world in general, including cultural knowledge about both languages, encyclopaedic knowledge and a wide variety of topics.

C) *Knowledge about translation sub-competence*: Knowledge about the main principles behind the translation process (e.g., translation units, methodologies, procedures and challenges) and knowledge about professional translation (i.e., labour market, translation assignments, target audience).

D) *Instrumental sub-competence*: Knowledge about documentation, technological and IT-related tools (e.g., dictionaries, encyclopaedias, grammar and style books, parallel texts, e-corpora and search engines).

E) *Strategic sub-competence:* Operational knowledge that guarantees the efficiency of the translation process to find the best solution to a source text. This sub-competence interrelates with all the other sub-competences, and by so doing, contributes to planning the process, elaborating the translation, and coming up with the best possible method; it helps evaluate the final product and activates all the sub-competences; identifies translation challenges and provides the best possible solution.

F) *Psycho-physiological sub-competence:* Cognitive and attitudinal components. This sub-competence integrates cognitive components such as memory, perception, attention and emotion; it also includes attitudinal aspects such as intellectual curiosity, perseverance, critical thinking, confidence in one's capabilities, proper assessment of one's possibilities, motivation, etc.; psycho-physiological sub-competence also includes creativity, logical reasoning, analysis and synthesis, etc.

After several studies and experiments, the following conclusions on TC were reached:

— TC is an acquired competence; it differs from the bilingual sub-competence.

— TC has an impact on the development of translation as a process and translation as a product.

— The importance of the translation sub-competence, instrumental sub-competence and strategic sub-competence.

— All sub-competences are interrelated with each other, and in this scenario, the strategic sub-competence plays a crucial role.

— Essential differences in directionality (into and from L1).

— Different results between TC and expertise in translation. Translation of expert translators were more acceptable than those from the rest.

From these studies, the implications they drew as regards translator training were the following (PACTE, 2020, pp. 223-225). They saw the need to:

1. delve into translation challenges related with intentionality and the development of the strategic sub-competence

2. emphasize the development of written production in an L1.

3. foster the use of internal support (cognitive resources).

4. promote automatization in solving adequately translation problems.

5. highlight the importance of time pressure, in line with the requirements of the labour market.

6. promote a more efficient use of instrumental resources.

7. build target-specific well-structured translation tasks that enhance cognitive skills, promote the efficient use of instrumental resources and foster automatization in solving translation problems.

8. establish clear phases and features in the acquisition process.

In the design of our activity, we took all the above into account, although the focus of our paper is the questionnaire passed out immediately after the activity.

2.3. Didactic Audiovisual Translation and Subtitles

The origins of Didactic Audiovisual Translation (DAT) date back to the early 70s and 80s of the 20th century. Since then, the validity of different modes of audiovisual translation –e.g., subtitling, dubbing, audiodescription, voiceover– as a classroom practice to increase one's knowledge of a foreign language, is extensively proved (Vanderplank, 1988; Fleming, 1992; Incalcaterra et al., 2020; Alonso-Pérez & Sánchez-Requena, 2018; Sokoli et al., 2011, and in the last few years the positive results achieved by members of the TRADILEX project – Couto-Cantero et al., 2021; Talavan, 2007; Bolaños-García-Escribano, 2018).

Technological development plays a fundamental role and catalyses the evolution of the discipline and its consolidation. Such works as the doctoral thesis by Díaz-Cintas (1997) paved the way for a budding discipline containing elements of pedagogy, technology, philology and translation, a true breakthrough in foreign language teaching.

Within the modalities of AVT, subtitling stood as the most pedagogical and reliable one. The pedagogical value of subtitling is consistently reported in the EFL literature, as a powerful tool to develop oral comprehension (Abdellah, 2008; Talaván & Rodríguez-Arancón, 2014), written skills (Ávila-Cabrera, 2016, 2021; Ávila-Cabrera & Rodríguez-Arancón, 2021; Talaván et al., 2016, 2017), increase lexicon (Elsherbiny, 2021; Lertola, 2012, 2019; Talaván et al., 2016). Also, Talaván (2013) contains a practical section made up of examples that show how subtitling can be applied to the foreign language class.

DAT has proved its validity in the foreign language classroom, but we wanted to explore other possible applications of DAT. We therefore delved into exploring DAT as a tool to train future translators. There is an active line of research on training audiovisual translators through AVT. In this respect, it is worth emphasizing Ogea-Pozo (2019, 2021), and particularly Ogea-Pozo (2018) as it provides a solid support for translation students. Its layout also offers a good theoretical and practical support and proper illustration. Also remarkable is Bolaños-García-Escribano (2018) as it explores the teaching of translation through online professional subtitling software. Other studies are Bolaños-García-Escribano et al. (2021), a study aimed to explore the needs of the audiovisual industry with a view to training translators on the competences that the translation profession requires.

In our study we intended to move one step beyond evaluating the students' perception of DAT tasks aimed to improve their translation competences. Ultimately, our intention was to create a DAT task that would comply with a C-level, the standard set by the Common European Framework of Reference for Languages, Council of Europe 2001), of translation competence. To this end we set out to explore the possibilities of adapting an existing EFL AVT-based didactic resource, such as one of the Lesson Plans from the TRADILEX project (2020, 2023) to the translation training classroom.

3. Methodology

The main objective of this research was to explore the perception of trainee translators in terms of the development of their translation skills according to the PACTE model through the use of DAT. To do so, a DAT-based intervention was implemented and specifically designed for translation students enrolled in the joint undergraduate degree programme in Translation and English Studies at the University of Lleida (Catalonia, Spain).

Students were asked to complete a lesson plan designed under the principles of DAT tasks established by Talaván and Lertola (2022) with the nuance that instead of focusing on language acquisition (specifically, EFL), the focus was geared towards the acquisition of translation skills. The DAT-based lesson plan was based on a specialised audiovisual text which described the process of producing tissue paper because the video contained specialised terminology on the equipment and processes involved in the production of tissue paper. The session was divided into four parts, in line with the principles of DAT-based lesson plan design established by Talaván and Lertola (2022) (i.e., pretranslation, translation and post-translation phases), and was made available in a virtual course hosted in the virtual platform of the Tradit research group.

The sample consisted of 55 students enrolled in the joint undergraduate programme in Translation and English Studies at the *Universitat de Lleida*. Regarding their age range, 96.37% (N = 53) fall within the age range of 20 to 30 years old, whilst 3.63% (N = 2) do so within the age range of 41-50 years old. As for their English language skills, 2 participants (3.63%) affirmed to have obtained a B1 certificate whilst most participants (N = 32, 58.18%) claimed to hold a B2 certificate. Also, 12 participants (21.81%) declared to be in possession of a C1 certificate and the number decreased for participants claiming to hold C2 level certificates (N = 3, 5.45%). Six participants, comprising 10.90% of the sample, asserted that they possessed no language skills certificates.

According to Bisquerra (2004), the methodological design has a quasi-experimental nature and consists of an intervention and a post-test aiming to analyse the students' perception on the lesson plan, and to what an extent this DAT-based intervention enhanced their translation skills, as stated in the PACTE framework. The intervention consisted of an English for Specific Purposes (ESP) lesson plan focused on audiovisual specialised texts described in detail henceforth, according to Talaván and Lertola's (2022) proposal for DAT-based lesson plan methodological design.

Below is the analysis of each of the stages of the lesson plan:

• Warm-up stage (pre-translation):

At this stage, three activities were proposed to the participants. The first one consisted of reading parallel texts in Spanish (i.e., students were provided with texts in both, written and audiovisual formats, and with different degrees of specialisation). The second activity was a game that provided students with the written or oral form of specialised terminology for the various pieces of equipment involved in the process of paper production. At the end of this stage, participants were asked to produce 5 sentences using the specialised terminology learnt in the previous exercises. They also had to translate them into their mother tongue, Catalan, but as the experience took place in an area where both Spanish and Catalan are spoken, students could choose to translate into the language they felt more proficient in, either Catalan or Spanish. This stage focused on the knowledge about translation subcompetence and on the extralinguistic subcompetence as it provided participants with specific skills in the document preparation stage (e.g., reading of parallel texts, working with the usage of specific terminology, etc.), and it also aimed to provide participants with knowledge on the topic they were expected to delve into.

• Video-viewing stage (pre-translation):

At this juncture of the intervention, it was of utmost importance to ensure that participants had a thorough understanding of the video they were about to translate. The nature of the challenge was multifaceted for the very reason that the text contained very specific terminology. As the PACTE framework indicates, it is crucial for translation students to be able to develop different skills including the bilingual subcompetence. To achieve that, they were provided with a list of specific terms, a video game based on the popular contest "Who wants to be a millionaire" (Figure 2) and a worksheet with two activities aimed at developing lexical and grammar skills.

*Figure 2: Screenshot from the video game based on the popular contest Who wants to be a millionaire"*
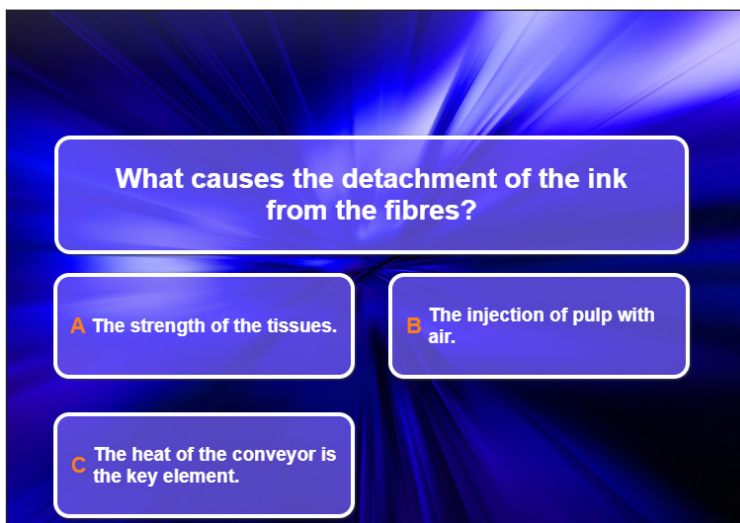
Therefore, this pre-translation stage in which participants had to watch the video, included tasks that aimed at developing the PACTE skills highlighted through a task-based approach.

• Didactic subtitling task

The PACTE framework emphasizes the importance of the instrumental subcompetence together with the knowledge about translation subcompetence. At this point, participants were expected to be equipped with enough knowledge so as to undertake the task of translating the text. Additionally, they were provided with a transcript (see Figure 3) of the video to facilitate the task and also to equip them with instrumental knowledge on how to deal with a transcribed text, as it might be useful for them in their future career.

They were asked to translate the text into Spanish or Catalan (in other words, the language they felt more confident translating

Figure 3: Screenshot of the transcript of the text for translation with the in and out times and the corresponding text
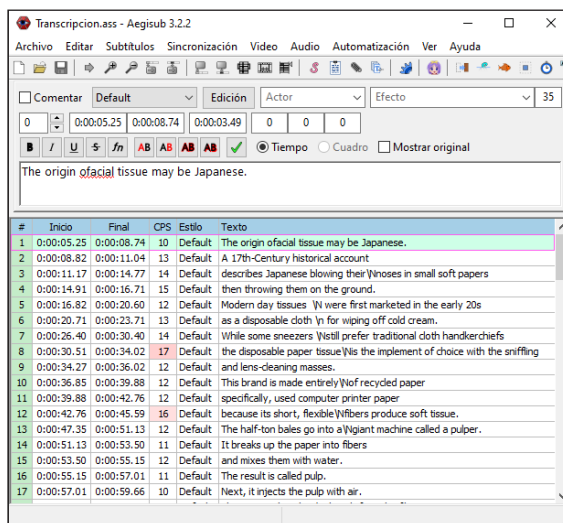
into and they also had to reflect on the translation techniques and strategies they used.

• Post-DAT task

This final task focused on knowledge about translation subcompetence and students were asked to spot out the translation of four subtitles which were challenging for them, and to specify which strategy or technique they applied and prompted them to explain the motivations behind their choice. As for the instrument implemented in the post-test phase, after the intervention, participants were asked to fill in a questionnaire to measure their feedback on how the intervention had helped them develop their translation skills according to the PACTE model.

4. Results

Factorial analysis is a statistical technique which is useful to analyse complex sets of data as it is usually implemented to deconstruct the responses of questionnaires into latent factors or dimensions which cannot be directly measured. The questionnaire (available at https://forms.gle/ykLbtbeVFS23TbDN8) which was designed ad hoc for this study was implemented after the intervention and the data were gathered through Google Forms. This questionnaire contains questions which were articulated harmoniously with the PACTE translation skills framework.

The first step to validate the questionnaire consisted of implementing an exploratory analysis. This type of analysis is useful to gain an initial insight of the underlying variables according to the answers of the participants. The results of this analysis show that there were three main factors as the reader may observe in Table 1. These three factors aligned with three of the six PACTE competences: (i) bilingual sub-competence, (ii) psycho-physiological sub-competence, and (iii) knowledge about translation sub-competence. The second column in Table 1 displayed the items associated with each factor. Specifically, Factor 1 encompassed items 1-11, which were related to the bilingual sub-competence. Items 22-26 were attributed to Factor 2, representing knowledge about the translation sub-competence. Factor 3, signifying the psycho-physiological sub-competence, was characterized by items 35-44.

Table 1 contains relevant information about the factor loadings (λ), including the items, the estimated relationship among factors (underlying constructs) and items (observed variables). The factor loadings reveal the relationship between factors and items. The items which belonged to Factor 1 showed a strong association with the bilingual sub-competence as the factor loadings ranged from 0.686 to 0.893, and all the p-values are <.001, which indicated high statistical significance and the robustness of the associations between the observed variables through the Likert-scale items of the

Table 1: Factor loadings to assess the correlations among the observed variables (items) and the factors

| Factor	Indicator	Symbol	Estimate	Std. Error	z-value	p-value	95% Conf. Interval Lower	Higher
	Item 1	λ_{11}	0.847	0.024	35.497	<.001	0.800	0.893
	Item 2	λ_{12}	0.874	0.020	43.321	<.001	0.834	0.913
	Item 3	λ_{13}	0.766	0.026	29.951	<.001	0.716	0.816
	Item 4	λ_{14}	0.869	0.025	35.298	<.001	0.820	0.917
	Item 5	λ_{15}	0.850	0.021	39.884	<.001	0.808	0.892
Factor 1	Item 6	λ_{16}	0.690	0.026	26.082	<.001	0.638	0.742
	Item 7	λ_{17}	0.892	0.021	41.648	<.001	0.850	0.933
	Item 8	λ_{18}	0.893	0.020	45.339	<.001	0.854	0.931
	Item 9	λ_{19}	0.802	0.022	36.090	<.001	0.758	0.845
	Item 10	λ_{110}	0.686	0.025	27.631	<.001	0.637	0.734
	Item 11	λ_{111}	0.747	0.025	29.396	<.001	0.697	0.797
	Item 22	λ_{21}	0.870	0.031	28.353	<.001	0.810	0.930
	Item 23	λ_{22}	0.869	0.025	34.742	<.001	0.820	0.919
Factor 2	Item 24	λ_{23}	0.900	0.025	35.716	<.001	0.850	0.949
	Item 25	λ_{24}	0.863	0.026	33.393	<.001	0.812	0.913
	Item 26	λ_{25}	0.920	0.025	36.660	<.001	0.871	0.969
	Item 35	λ_{31}	0.687	0.028	24.172	<.001	0.632	0.743
	Item 36	λ_{32}	0.758	0.024	32.112	<.001	0.712	0.805
	Item 37	λ_{33}	0.733	0.026	28.430	<.001	0.683	0.784
	Item 38	λ_{34}	0.750	0.024	31.063	<.001	0.703	0.797
	Item 39	λ_{35}	0.737	0.026	28.524	<.001	0.686	0.787
Factor 3	Item 40	λ_{36}	0.859	0.025	33.735	<.001	0.809	0.908
	Item 41	λ_{37}	0.748	0.024	30.807	<.001	0.700	0.795
	Item 42	λ_{38}	0.866	0.025	35.240	<.001	0.818	0.914
	Item 43	λ_{39}	0.796	0.025	32.395	<.001	0.747	0.844
	Item 44	λ_{310}	0.931	0.023	40.811	<.001	0.886	0.975

questionnaire and their underlying construct. Items 22-26 displayed factor loadings between 0.863 and 0.920, and p-values were <.001, so they were connected in a significant statistical way to Factor 2 (knowledge about translation sub-competence). The factor loadings of items 35-44 ranged from 0.687 to 0.931, they belong to Factor 3, and as their p-values were <.001, they were also statistically significant. Therefore, the analysis of the factors, their items, the factor loading, and the p-value of each item were useful to understand how data was structured and provided with relevant information about the significant relationship stablished between the items and their respective factors. As a conclusion, the factor loadings of the items showed a high value close to 1, being $\lambda 110$ the lowest with a value of 0.686, which was also a good indicator of its underlying construct (Factor 1). As for the standard error, the values were low which implied a high precision of the observed variable. The relationship between the z-values and the p-values was of utmost importance for high z-values and low p-values (in this specific case, all of them are statistically significant for being <.001) implied a strong relationship among the factors and the items. After the exploratory analysis, the items of the initial questionnaire (n = 45) were reduced, and the set of items was refined. The reader may find the selection of those 26 items which showed significant relations for the analysis in Table 2.

After the implementation of the exploratory analysis, a confirmatory analysis was implemented. This statistical analysis usually follows an exploratory analysis and tests the theoretical model which has been proposed. In this case, due to the results of the exploratory analysis, the researchers took the decision to test the model as it was (Table 1) due to the robustness of the results obtained. The results of this confirmatory analysis are shown in Figure 1 which portrays the Structural Equation Model (SEM) that has been proposed to explore the relationship between DAT-based tasks and their impact on the development of competences according to the PACTE framework.

Table 2: Items of the questionnaire

Factor	Item	Description
Factor 1 Bilingual sub-competence	Item 1	My oral production skills have improved thanks to the activities in the Lesson Plan
	Item 2	My written production skills have improved thanks to the activities in the Lesson Plan
	Item 3	My audiovisual reception skills have improved thanks to the activities in the Lesson Plan
	Item 4	My oral reception skills have improved thanks to the activities in the Lesson Plan
	Item 5	My written reception skills have improved thanks to the activities in the Lesson Plan
	Item 6	I know how to deal with specific terminology better than I used to do because of the competences I have acquired doing this Lesson Plan
	Item 7	My mediation skills have improved thanks to the activities in the Lesson Plan
	Item 8	My grammar knowledge has improved
	Item 9	My pronunciation skills have improved
	Item 10	My vocabulary has improved
	Item 11	I have acquired cultural knowledge linked to my mother tongue culture
Factor 2 Knowledge about the translation sub-competence	Item 22	This LP has increased my knowledge about transposition and how to use for a translation Project
	Item 23	This LP has increased my knowledge about reformulation and how to use for a translation Project
	Item 24	This LP has increased my knowledge about adaptation and how to use for a translation Project
	Item 25	This LP has increased my knowledge about compensation and how to use for a translation Project
	Item 26	This LP has increased my knowledge about reduction and how to use for a translation Project
Factor 3 Psycho-physiological sub-competence	Item 35	I feel this way of teaching motivates me
	Item 36	I find the gamification encouraging and catchy
	Item 37	I feel I could become a proficient translator by making use of resources like this one
	Item 38	I feel more prepared to become part of the industry
	Item 39	I am aware of my strengths
	Item 40	I am aware of my weaknesses
	Item 41	I know how I can make the most of the strengths
	Item 42	I know how to compensate my weaknesses
	Item 43	I feel this LP has made me feel more aware of my strengths
	Item 44	I feel this LP has made me feel more aware of my weaknesses and to gain knowledge about how to work on them

Figure 1: Structural Equation Model (SEM) model for the perception on how DAT-based tasks enhance language (Factor 1) and translation skills (Factor 2, and Factor 3).
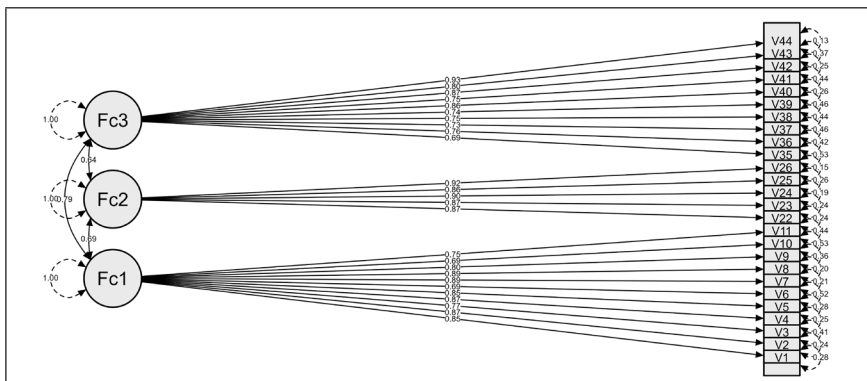
In this regard, Table 3 delves into the relationships among the three main factors which correspond to bilingual and translation competences. The reader may find the factor covariances in Table 3 which showed a moderate correlation (0.693) between the bilingual subcompetence and the knowledge about translation subcompetence, a strong correlation (0.787) between the bilingual subcompetence and the psycho-physiological subcompetence, and a moderate correlation (0.638) between the knowledge about translation subcompetence and the psycho-physiological subcompetence. The values of error were low for the aforementioned relationships. It is also relevant to emphasise the fact that all the pairs conformed by the z-value and the p-value show that the results were statistically significant since the z-value was high, and the p-value was lower than 0.005.

Table 3: Factor covariances to assess to the degree to which the factors are correlated

			Estimate	Std. Error	z-value	p	95% Confidence Interval	
							Lower	Upper
Factor 1	↔	Factor 2	0.693	0.020	34.315	< .001	0.654	0.733
Factor 1	↔	Factor 3	0.787	0.016	49.562	< .001	0.756	0.818
Factor 2	↔	Factor 3	0.638	0.022	28.765	< .001	0.595	0.681

The items and their relations depicted in the model showed the potential of this questionnaire to measure the perceived effectiveness of DAT for the development of both, bilingual and translation skills. It is therefore important to validate the questionnaire statistically for this process aims at ensuring its reliability, and it aims at enhancing research reproducibility for a validated instrument can be used in different contexts to test how students feel the develop their bilingual and translation skills through DAT-based tasks. In order to validate the questionnaire, it is important to explore the model fit through different indices. The chi-square index values were χ^2=559.152, and the degrees of freedom (df) were 296. The p-value obtained in the chi-square test was p<0.001 which showed that the model may not fit, but as the relationship between χ^2/df=1.89 was lower than 3, it is important to check other fit measures in order to ensure the validity of the instrument. In this specific case, CFI (Comparative Fit Index) was 0.984, TLI (Tucker-Lewis Index) was 0.983 and NNFI (Bentler-Bonett Non-Normed Fit Index) was 0.983. These three indices indicated an acceptable fit whilst other indices such as the SMSR (Standardised Mean Square Residual) which was 0.108also indicated an acceptable fit of the model to the data. The model proposed that participants perceived that DAT-based tasks helped them foster their bilingual sub-competence, their knowledge about translation sub-competence, and their psycho-physiological sub-competence. Consequently, it can be concluded that the questionnaire has been validated and that it could be used to explore the perception of translators on the usefulness of DAT to enhance translation skills.

Table 4: Frequentist Scale Reliability Statistics used to evaluate the consistency and stability of the questionnaire

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.955	0.953
95% CI lower bound	0.938	0.932
95% CI upper bound	0.972	0.969

Results shown in Table 4 reinforced the validity of the instrument, with the Cronbach's α at 0.953, as this is a clear indicator of internal consistency reliability, as well as an indicator of to what extent the items in the questionnaire correlated to each other. A value of 0.953 is very high and indicates a strong internal consistency which implies that the questionnaire is likely to be reliable and consistent.

Apart from the factorial analysis that validated the instrument, a descriptive one (Table 5) has been implemented to explore the perception of students on the different items. Bearing in mind that the items were measured through a 6-point Likert scale, participants assessed them all positively as they were above the midpoint. Motivation (Item 35) was the item which obtained the maximum score (5.16), whilst pronunciation improvement (Item 9) was the element of the questionnaire which obtained the minimum score (3.42). As a result, even the minimum mean score on the 6-point Likert scale corresponding to Item 9 was above the midpoint, which showed the positive perception of the participants on the use of DAT-based tasks.

To provide the reader with a general perspective, the mean value of each factor has been calculated as shown in Table 6. Nonetheless, it is important to note that each factor contained a different number of items, that is why it is important to calculate their normalised values.

Item	Description	M	SD
Item 1	My oral production skills have improved thanks to the activities in the Lesson Plan	3.78	1.51
Item 2	My written production skills have improved thanks to the activities in the Lesson Plan	4.51	1.20
Item 3	My audiovisual reception skills have improved thanks to the activities in the Lesson Plan	5.06	0.93
Item 4	My oral reception skills have improved thanks to the activities in the Lesson Plan	4.44	1.23
Item 5	My written reception skills have improved thanks to the activities in the Lesson Plan	4.62	1.18
Item 6	I know how to deal with specific terminology better than I used to do because of the competences I have acquired doing this Lesson Plan	4.89	0.98
Item 7	My mediation skills have improved thanks to the activities in the Lesson Plan	4.56	1.03
Item 8	My grammar knowledge has improved	4.21	1.29
Item 9	My pronunciation skills have improved	3.42	1.54
Item 10	My vocabulary has improved	4.71	0.96
Item 11	I have acquired cultural knowledge linked to my mother tongue culture	4.26	1.43
Item 22	This LP has increased my knowledge about transposition and how to use for a translation Project	4.67	0.96
Item 23	This LP has increased my knowledge about reformulation and how to use for a translation Project	4.84	1.03
Item 24	This LP has increased my knowledge about adaptation and how to use for a translation Project	4.82	0.93
Item 25	This LP has increased my knowledge about compensation and how to use for a translation Project	4.62	0.99
Item 26	This LP has increased my knowledge about reduction and how to use for a translation Project	4.80	0.99
Item 35	I feel this way of teaching motivates me	5.16	0.92
Item 36	I find the gamification encouraging and catchy	4.71	1.10
Item 37	I feel I could become a proficient translator by making use of resources like this one	4.80	1.10
Item 38	I feel more prepared to become part of the industry	4.82	1.01
Item 39	I am aware of my strengths	4.69	0.86
Item 40	I am aware of my weaknesses	4.75	0.89
Item 41	I know how I can make the most of the strengths	4.60	0.99
Item 42	I know how to compensate my weaknesses	4.47	1.03
Item 43	I feel this LP has made me feel more aware of my strengths	4.52	1.03
Item 44	I feel this LP has made me feel more aware of my weaknesses and to gain knowledge about to work on them	4.56	1.10

Table 6: Descriptive statistics of the factors, including mean, maximum points and their normalised valued

	Factor	Mean	Maximum points	Normalised value (%)
1	Bilingual sub-competence	48,46	66	73,42
2	Knowledge about the translation sub-competence	23,75	30	79,17
3	Psycho-physiological sub-competence	47,08	60	78,47

The normalisation consisted of calculating the relative percentage of each factor by making use of the mean and the maximum points reachable for each factor. The results show that the sub-competence that students believed to have better develop after the intervention was the knowledge about translation sub-competence (79.17%), followed by the psycho-physiological sub-competence (78.47%). The bilingual sub-competence seemed to be the skills which participants perceived to have developed the least (73.72%), even though the score is high.

Figure 2. Relative perceived improvement of PACTE sub-competences after the intervention in a radial chart
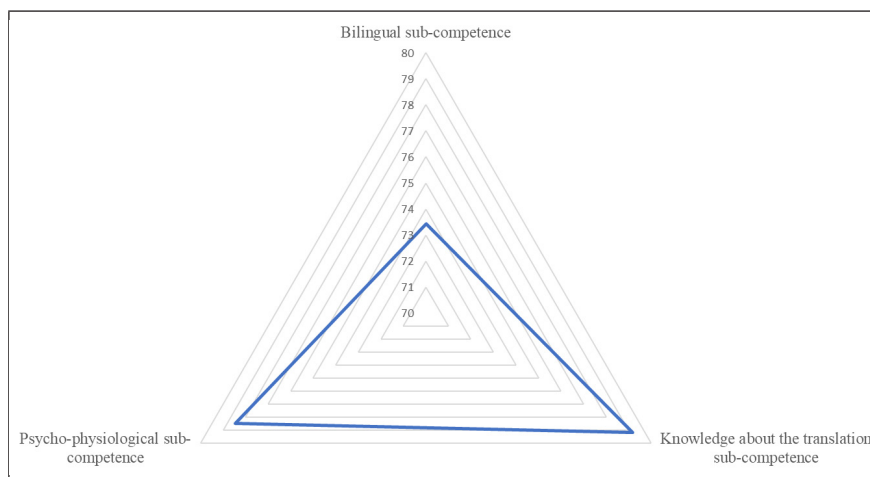
The results section has thus delved into the dimensions of the PACTE framework which showed significant relations after the factorial analysis (exploratory and confirmatory). These analyses have led to the validation of a questionnaire that aimed at exploring to which extent DAT-based tasks help students develop their language and translation skills within the PACTE framework resulting that 3 of the 6 sub-competences showed significant relations, these being: bilingual sub-competence, translation sub-competence, and psychophysiological sub-competences. Apart from validating the questionnaire, descriptive data have been analysed in order to explore the skill which participants perceived to have developed the most, which, in this case, turned to be the knowledge about translation sub-competence.

5. Discussion

In line with the sub-competences propounded by PACTE, the results of our questionnaire demonstrate that DAT improves the following sub-competences: bilingual, knowledge about translation and psycho-physiological. That is, DAT activities improve their bilingual competences by means of translation fuelled by the essential component of motivation. The PACTE framework emphasises the importance of the six competences (bilingual sub-competence, extralinguistic sub-competence, knowledge about translation sub-competence, instrumental sub-competence, strategic sub-competence and psycho-physiological sub-competence) and DAT-based interventions have proven to be highly effective for the development of bilingual sub-competence, translation sub-competence and psycho-physiological sub-competence for the very reason that after performing an exploratory analysis of the data gathered through the instrument developed by the research team, these three dimensions were statistically significant in the analysis. Nonetheless, an item-by-item analysis of the data also shows that elements linked to the

instrumental sub-competence (like learning how to use new software for translation projects) or the strategic sub-competence (such as a proper time management) are also likely to be developed within a DAT-based framework. DAT seems to enhance language skills, which are crucial for dealing with specialised terminology, grammar, general vocabulary. DAT also is of paramount importance for the development of mediation skills.

One of the most interesting aspects of DAT is that it seems to make trainee translators aware of the different translation strategies (modulation, transposition, etc.) they are making use of. Hence, DAT has a direct impact on the development of the translation sub-competence for the very reason that they have to translate and think thoroughly on their proposal according to the theoretical framework.

As concerns the psycho-physiological sub-competence, the data gathered contain relevant information pertaining to the effectiveness of DAT-based interventions in terms of motivation enhancement and critical thinking as participants affirm to have gained awareness on their strengths, their weaknesses and on how to improve their translation skills.

6. Conclusions

This study aimed at exploring how effective DAT-based tasks are when it comes to improving translation skills as most literature focus on language skills. To do so, the PACTE framework seemed to be of uttermost importance for its consistency and thorough work developed by the PACTE group. This framework emphasises the importance of a set of sub-competences for translators' training. The main goal of this study was then to explore to which extent participants thought they had developed the different PACTE subcompetences after a DAT-based intervention with the uttermost goal of assessing the potential of DAT to acquire a solid translation competence.

A tailor-made lesson plan was developed and implemented within the group of students mentioned in the sample. The lesson plan was designed in coherence with the proposal by Talaván and Lertola (2022) and focused on specialised audiovisual translation. There was, finally, a post questionnaire based on the perceptions of participants regarding to what an extent the intervention fostered the different sub-competences from the perspective of trainee translators. The multivariate statistical analysis showed that there were three subcompetences which were statistically significant, namely, bilingual, knowledge about translation and psycho-physiological sub-competences. Nonetheless, items assessing the rest of the sub-competences also showed that the DAT-based approach helped trainee translators develop their skills in a holistic and harmonious way.

Nevertheless, apart from the promising results derived from that experience, and the statistical validation of the questionnaire, it is also of paramount importance to highlight that the size of the sample was not large enough to draw definitive conclusions and further studies with larger samples and with long-term interventions are necessary to reach generalizable findings. That is why validating the questionnaire resulted of interest as it provides other researchers with an instrument to replicate the study and explore the results in different contexts.

In conclusion, the study provides valuable insights into the effectiveness of DAT in improving the translation sub-competences of trainee translators based on the PACTE framework. The results of this research may be significant to translation educators, professionals, and translation students alike.

References

Abdellah, A. S. (2008). Can intralingual subtitling enhance English majors' listening comprehension of literary texts? *Journal of Qena Faculty of Education 11.*1. https://doi.org/10.21608/maeq.2008.143198

Alonso-Pérez, R., & Sánchez-Requena, A. (2018). Teaching foreign languages through audiovisual translation resources: Teachers' perspectives. *Applied Language Learning, 28*, 1-24.

Ávila-Cabrera, J. J. (2016). The treatment of offensive and taboo language in the subtitling of Reservoir Dogs into Spanish. *TRANS: Revista de Traductología, 20*, 25-40. https://doi.org/10.24310/TRANS.2016.voi20.3145

Ávila-Cabrera, J. J. (2021). Reverse subtitling in the ESP class to improve written skills in English: Addressing international students' needs. *Journal of Audiovisual Translation, 4*(1), 27-49. https://doi.org/10.47476/jat.v4i1.2021.22

Ávila-Cabrera, J. J., & Rodríguez-Arancón, P. (2021). The use of active subtitling activities for students of Tourism in order to improve their English writing production. *Ibérica: Revista de la Asociación Europea de Lenguas para Fines Específicos, 41*, 155-180. https://doi.org/10.17398/2340-2784.41.155

Baker, M. (1992). *In other words: A coursebook on translation*. Routledge. https://doi.org/10.4324/9780203327579

Beeby, A. (1996). *Teaching translation from Spanish to English: Worlds beyond words* (Didactics of Translation Series 3). University of Ottawa Press.

Beeby, A. (2000). Choosing an empirical-experimental model for investigating translation competence: The PACTE model. In M. Olohan (Ed.), *Intercultural fault lines: Research Models in Translation Studies* I. Textual and cognitive aspects (pp. 43-56). St Jerome. https://doi.org/10.4324/9781315759951-4

Bell, R. T. (1991). *Translation and translating*. Longman.

Beseghi, M. (2021). Bridging the gap between non-professional subtitling and translator training: A collaborative approach. *The Interpreter and Translator Trainer, 15*(1), 102-117. https://doi.org/10.1080/1750399X.2021.1880307

Bisquerra Alzina, R. (2004). *Metodología de la investigación educativa*. La Muralla.

Bolaños-García-Escribano, A. (2018). The Pedagogical Potential of Cloud-Based Platforms: A Study on the Didactics of Subtitling in Online Translator Training Environments. In J. D. Sanderson & C. Botella (Eds.), *Focusing on Audiovisual Translation Research* (pp. 63–94). Valencia: Universitat de València.

Bolaños-García-Escribano, A; Diaz-Cintas, J. (2020) The cloud turn in audiovisual translation. In: Bogucki, Ł and Deckert, M, (eds.) The Palgrave Handbook of Audiovisual Translation and Media Accessibility. Palgrave Macmillan: London, UK. https://doi.org/10.1007/978-3-030-42105-2_26

Campbell, S. (1998). *Translation into the second language*. Longman.

Cao, D. (1996). Towards a model of translation proficiency. *Target, 8*(2), 325-340. https://doi.org/10.1075/target.8.2.07cao

Council of Europe. (2001). Common European Framework of Reference for language learning and teaching. Cambridge, UK: Cambridge University Press.

Couto-Cantero, P., Sabaté-Carrové, M., Gómez Pérez, M. C. (2021). Preliminary design of an Initial Test of Integrated Skills within TRADILEX: an ongoing project on the validity of audiovisual translation tools in teaching English. *Research in Education and Learning Innovation Archives, 27*,73--88. https://doi.org/10.7203/realia.27.20634

Cunha, S., Graça Bigotte Chorão, G., Moreira Silva, M., & Ribeiro, S. (2020). Developing technology mediation in learning environments. In M. Khosrow-Pour (Ed.), *Educational technology use and design for improved learning opportunities* (pp. 146-166). IGI Global. https://doi.org/10.4018/978-1-7998-1591-4.ch007

Díaz-Cintas, J. (1997). *El subtitulado en tanto que modalidad de traducción fílmica dentro del marco teórico de los Estudios sobre Traducción. (Misterioso asesinato en Manhattan, Woody Allen, 1993)* [Subtitling as a modality of film translation within the theoretical framework of Translation Studies]. Valencia: Universitat de València. PhD thesis.

Díaz-Cintas, J., & Massidda, S. (2019). Technological Advances in Audiovisual Translation. In M. O'Hagan (Ed.), *The Routledge Handbook of*

Translation and Technology (pp. 255–270). London: Routledge. https://doi.org/10.4324/9781315311258-15

Elsherbiny, H. (2021). Audiovisual Translation and Incidental Vocabulary Acquisition in Colloquial Arabic. *JNCOLCTL. 31.*

EMT. (2009). Competences for professional translators, experts in multilingual and multimedia communication. Brussels: European Master's in Translation EMT. https://commission.europa.eu/system/files/2022-11/emt_competence_fwk_2022_en.pdf

EMT. (2017). EMT Competence Framework. https://ec.europa.eu/info/sites/info/files/emt_competence_fwk_2017_en_web.pdf

Fleming, N. D., & Mills, C. (1992). Not Another Inventory, Rather a Catalyst for reflection to improve the academy. Professional and Organizational Development *Network in Higher Education, 11,* 137–55. https://doi.org/10.1002/j.2334-4822.1992.tb00213.x

González Davies, M. (2004a). *Multiple Voices in the Translation Classroom: Activities, Tasks and Projects.* Benjamins. https://doi.org/10.1075/btl.54

González Davies, M. (2004b). Undergraduate and postgraduate translation degrees: Aims and expectations. In K. Malmkjær (Ed.), Translation as an Undergraduate Degree (pp. 67-81). John Benjamins. https://doi.org/10.1075/btl.59.06gon

Gouadec, D. (2002). *Profession: traducteur.* La Maison du Dictionnaire.

Gouadec, D. (2005). Modélisation du processus d'exécution des traductions. *Meta, 50*(2), 643-655. https://doi.org/10.7202/011008ar

Gouadec, D. (2007). *Translation as a Profession.* John Benjamins. https://doi.org/10.1075/btl.73

Hansen, G. (1997). Success in translation. *Perspectives: Studies in Translatology, 5*(2), 201-210. https://doi.org/10.1080/0907676X.1997.9961310

Hewson, L., & Martin, J. (1991*). Redefining Translation: The Variational Approach.* Routledge.

Hurtado Albir, A. (1996a). La enseñanza de la traducción directa 'general'. Objetivos de aprendizaje y metodología. In A. Hurtado Albir (Ed.), *La*

enseñanza de la traducción (pp. 31-55). *Estudis sobre la traducció 3.* Universitat Jaume I.

Hurtado Albir, A. (1996b). La cuestión del método traductor. Método, estrategia y técnica de traducción. *Sendebar*, *7*, 39-57.

Hurtado Albir, A. (1999). *Enseñar a traducir. Metodología en la formación de traductores e intérpretes*. Edelsa.

Hurtado Albir, A. (2011/2001). *Traducción y Traductología. Introducción a la Traductología* (5ª ed.). Cátedra.

Hurtado Albir, A. (2017). Translation and Translation Competence. In PACTE Group (Ed.), *Researching Translation Competence* (pp. 3-33). John Benjamins. https://doi.org/10.1075/btl.127

Hurtado Albir, A. (2020). Translation competence and its acquisition. In F. Alves & A. L. Jakobsen (Eds.), *The Routledge handbook of Translation and Cognition* (pp. 389-414). Routledge. https://doi.org/10.4324/9781315178127-26

Hurtado Albir, A., Beeby, A., Berenguer, L., Ensinger, D., Fox, O., Martínez Melis, N., Neunzig, W., Orozco-Jutorán, M., Presas, M. (1998). La competencia traductora y su aprendizaje: Objetivos, hipótesis y metodología de un proyecto de investigación [Poster presented at the 4th Congrés Internacional sobre Traducció]. Universitat Autònoma de Barcelona.

Hurtado Albir, A., Beeby, A., Berenguer, L., Ensinger, D., Fox, O., Martínez Melis, N., Neunzig, W., Orozco-Jutorán, M., Presas, M., & Vega, F. (2000). Acquiring translation competence: Hypotheses and methodological problems in a research project. In A. Beeby, D. Ensinger, & M. Presas (Eds.), *Investigating Translation* (pp. 99-106). John Benjamins. https://doi.org/10.1075/btl.32.14hur

Hurtado Albir, A., Beeby, A., Berenguer, L., Ensinger, D., Fox, O., Martínez Melis, N., Neunzig, W., Orozco-Jutorán, M., Presas, M., & Vega, F. (2001). La Competencia traductora y su adquisición. *Quaderns*, *6*, 39-45. https://ddd.uab.cat/record/2736?ln=es

Hurtado Albir, A., & Rodriguez-Inés, P. (2022). Hacia un marco europeo de niveles de competencias en traducción. El proyecto NACT del grupo PACTE. Universitat Jaume I; Universitat d'Alacant; Universitat de València.

Incalcaterra McLoughlin, L., Lertola, J., & Talaván, N. (Eds.). (2020*). Audiovisual Translation in Applied Linguistics: Educational Perspectives.* Amsterdam/Philadelphia: John Benjamins. https://doi.org/10.1075/bct.111

Katan, D. (2008). University training, competencies, and the death of the translator. Problems in professionalizing translation and in the translation profession. In M. T. Musacchio & G. Henrot Sostero (Eds.), *Tradurre: Formazione e Professione* (pp. 113-140). Padova: CLEUP.

Kelly, D. (2002). *Un modelo de competencia traductora: bases para el diseño curricular. Puentes, 1,* 9-20.

Kelly, D. (2005). *A Handbook for Translator Trainers.* St Jerome.

Kiraly, D. (1995). *Pathways to translation: Pedagogy and process.* The Kent State University Press.

Köller, W. (1979). *Einführung in die Übersetzungswissenschaft.* Quelle and Meyer.

Lertola, J. (2012). The effect of the subtitling task on vocabulary learning. In Pym, A. & Orrego-Carmona, D. (eds.). *Translation Research Project 4.* Tarragona.

Lertola, J. (2019). Second language vocabulary learning through subtitling. *Revista Española de Lingüística Aplicada, 32,* 486-514. https://doi. org/10.1075/resla.17009.ler

Neubert, A. (1994). Competence in translation: A complex skill, how to study and how to teach it. In M. Snell-Hornby, F. Pöchhacker, & K. Kaindl (Eds.), *Translation studies: An interdiscipline* (pp. 411-420). Amsterdam/ Philadelphia: John Benjamins. https://doi.org/10.1075/btl.2.48neu

Neubert, A. (2000). Competence in language, in languages, and in translation. In C. Schäffner & B. Adab (Eds.), *Developing translation competence* (pp. 3-18). Amsterdam/Philadelphia: John Benjamins. https:// doi.org/10.1075/btl.38.03neu

Nord, C. (1988/1991). Textanalyse und Übersetzen. J. Groos Verlag. (As cited in English translation of Christiane Nord: Text analysis in Translation. Rodopi, 1991).

Nord, C. (1992). Text analysis in translator training. In C. Dollerup, C. and A. Loddegaard (Eds.), *Teaching Translation and Interpreting* (pp. 39-48). John Benjamins.Cunha, S., Graça Bigotte Chorão, G., Moreira Silva, M., & Ribeiro, S. (2020). Developing technology mediation in learning environments. In M. Khosrow-Pour (Ed.), *Educational technology use and design for improved learning opportunities* (pp. 146-166). IGI Global.

Ogea-Pozo, M. (2018). *Subtitulado del género documental: de la traducción audiovisual a la traducción especializada.* Sindéresis.

Ogea-Pozo, M. (2019). *El subtitulado como herramienta didáctica para la adquisición del lenguaje científico-técnico.* Innovación Docente e Investigación en Arte y Humanidades, 821-836.

Ogea-Pozo, M. (2020). La traducción de términos especializados con efecto humorístico en el texto audiovisual: los chistes científicos en The Big Bang Theory. *TRANS: Revista De Traductología*, 71-89. https://doi.org/10.24310/TRANS.2020.v0i24.5434

Ogea-Pozo, M. (2021). A Creative Approach for Subtitling Humour: A Case Study of the Political Comedy Veep. *Empirical Studies of Translation and Interpreting,* 114-136. https://doi.org/10.4324/9781003017400-10

Presas, M. (1996). *Problemes de traducció i competència traductora. Bases per a una pedagogia de la traducció* [PhD Diss.]. Universitat Autònoma de Barcelona.

Pym, A. (2009*). Translator training. Draft for the Oxford Companion to Translation Studies.* https://usuaris.tinet.cat/apym/on-line/training/2009_translator_training.pdf

Risku, H. (1998). *Translatorische Kompetenz. Kognitive Grundlagen des Übersetzens als Expertentätigkeit.* Stauffenburg.

Rothe-Neves, R. (2005). *A abordagem comportamental das competências. Aplicabilidade aos estudos da tradução.* In F. Alves, C. Magalhães, & A. Pagano (Eds.), Competência em tradução: cognição e discurso (pp. 91-107). Universidade Federal de Minas Gerais.

Sokoli, S., Zabalbeascoa, P., & Fountana, M. (2011). Subtitling Activities for Foreign Language Learning: What Learners and Teachers Think. In L.

Incalcaterra McLoughlin, M. Biscio, & M. Á. Ní Mhainnín (Eds.), *Audiovisual Translation Subtitles and Subtitling: Theory and Practice* (pp. 219–242). Peter Lang.

Talavan, N. (2007). Learning Vocabulary Through Authentic Video and Subtitles. *Tesol-Spain. Newsletter, 31,* 5–8.

Talaván, N. (2013). *La subtitulación en el aprendizaje de lenguas extranjeras.* Octaedro.

Talaván, N., & Rodríguez-Arancón, P. (2014). The Use of Interlingual Subtitling to Improve Listening Comprehension Skills in Advanced EFL Students. In B. Garzelli & M. Baldo (Eds.), *Subtitling and Intercultural Communication. European Languages and Beyond* (pp. 273–288). InterLinguistica, ETS.

Talaván, N., & Lertola , J. (2022). Traducción audiovisual como recurso didáctico en el aprendizaje de lenguas extranjeras. Una propuesta metodológica. *Encuentro Journal, 30,* 23-39. https://doi.org/10.37536/ej.2022.30.1931

Talaván, N., Ávila, J. J. & Costal, T. (2017). *Traducción y accesibilidad audiovisual.* Universitat Oberta de Catalunya.

Vanderplank, R. (1988). The value of teletext sub-titles in language learning. *ELT Journal, 42*(4), 272-281. https://doi.org/10.1093/elt/42.4.272

Wilss, W. (1976). Perspectives and limitations of a didactic framework for the teaching of translation. In R. W. Brislin (Ed.), *Translation Applications and Research* (pp. 117-137). New York: Gardner.